Assessment Literacy and Formative Assessment Resource Development Training

Day #1 AGENDA

Day #1 Learning Outcomes:

- Gain an awareness of the research regarding classroom assessment.
- Understand the differences among obtrusive, unobtrusive, and student-generated assessments and how to use each in the classroom.
- Learn essential practices for classroom assessment:
    1) Identify priority standards for informing classroom assessment development.
    2) Provide clear understanding of the learning goal through proficiency scale development.
    3) Provide instruction that focuses on the learning goal.
    4) Provide frequent and meaningful feedback.
    5) Provide opportunities for students to set goals, reflect on learning, and track their own progress.
- Learn about common assessment development for monitoring student progress to essential content.
- Learn data analysis practices related to classroom assessment.

Session I (8:00 to 9:45) *The Research Behind the What and Why of Classroom Assessment*	○ Welcome and overview of session objectives and materials ○ Routines and protocols for the two-day session ○ Opening activity ○ Classroom assessment defined ○ Three types of assessment – obtrusive, unobtrusive, student-generated ○ Measurement error
Sessions II & III (10:00 to 11:45 and 12:30 to 2:15) *Essential Classroom Practices for Creating High-Quality Assessments*	○ Identify priority standards for informing classroom assessment development ○ Provide students with clear understanding of the learning goal through proficiency scale development ○ Provide instruction that focuses on the learning goal ○ Provide frequent meaningful feedback ○ Provide opportunities for students to set goals, reflect on learning, and track their own progress
Session IV (2:30 to 4:00) *Developing and Using Common Assessments for Monitoring Student Progress*	○ The purpose for common assessment ○ A common assessment "package" ○ Using common assessment results ○ Review and closing activity

Agenda timeframes are approximate and will be adjusted by the presenter(s), as needed.

MARZANO
— Research —

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Day #2 AGENDA

Day #2 Learning Outcomes:
- o Learn about developing high-quality performance assessments.
- o Learn how to design valid, reliable, and fair classroom assessments that meet technical quality requirements of the Wyoming District Assessment System.
- o Explore Webb's Depth of Knowledge and how to apply cognitive demand principles to assessment development.
- o Discover methods for monitoring progress that do not interrupt the flow of instruction.

Session I (8:00 to 9:45) *High-Quality Performance Assessments*	o Review of session objectives and materials o Review of routines and protocols for the two-day session o Opening activity o The what, why, and how of performance assessment o Scoring guides and rubrics
Sessions II (10:00 to 11:30) *Ensuring Technical Quality of Classroom Assessments*	o Valid, reliable, and fair obtrusive assessments o Webb's Depth of Knowledge o Practice with applying cognitive demand principles to standards and developing appropriate items/tasks
Session III (12:15 to 2:00) *Unobtrusive and Student-Generated Assessment Techniques*	o High-quality selected and constructed response item development o Obtrusive assessment review process o Methods for monitoring progress that do not interrupt the flow of instruction
Session IV (2:15 to 3:45) *Unobtrusive and Student-Generated Assessment Techniques*	o Methods for monitoring progress that do not interrupt the flow of instruction o Review and closing activity o Session feedback

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